

Upper Hopton Pre-School



Croft House Community Centre, Jackroyd Lane, Upper Hopton, Mirfield,
West Yorkshire WF14 8HS

Inspection date	5 March 2019
Previous inspection date	8 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff monitor children's development effectively. They regularly share observations and assessment information with parents. Children make good progress from their starting points.
- Staff plan activities around children's current interests and a variety of topics. For example, children spend long periods of time pretending to make pancakes, using bowls, spoons and play food.
- Staff are enthusiastic and playful in their approach. One example of this is when staff play a chasing game outside. Children are animated and delight at taking on different roles in the activity.
- Children develop very close attachments to the staff. This helps children to settle quickly in the pre-school and to foster their emotional well-being successfully.
- The manager and staff work in partnership with others effectively. For example, they have close links with the local school, church and a wide range of professionals.
- Parents are very complimentary about the pre-school. One comments, 'Staff are excellent in every way. They are wonderful with the children and families. Children make good friends and develop social skills.'
- The manager and staff do not consistently organise routines to fully promote high levels of participation and engagement for all children.
- The manager does not focus the professional development programme precisely to help raise the quality of teaching, learning and assessment to the highest level.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of routines to consistently promote high levels of engagement and participation for all children
- focus the professional development programme more sharply to help raise the quality of teaching, learning and assessment to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff, members of the committee and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager of the pre-school.
- The inspector held a meeting with the manager and discussed self-evaluation. She looked at relevant documentation, such as staff training records, policies and procedures, and evidence of the suitability of staff and committee members.
- The inspector spoke to some parents and other professionals during the inspection and took account of their views.

Inspector

Helen Royston

Inspection findings

Effectiveness of leadership and management is good

The manager is passionate about promoting positive outcomes for children and their families. She reflects on the overall quality of the setting using the views of parents, committee members and children. She has addressed the recommendations for improvement from the last inspection. For example, she completes regular supervision meetings with staff and regularly observes their interactions with children. Safeguarding is effective. Staff have all attended child protection training. They can identify possible signs and symptoms of child abuse and neglect. They show awareness of wider safeguarding issues. They understand the procedures in place to follow if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff gather detailed information from parents about children's knowledge, skills and development when they first start at the setting. They use this information to plan activities that help to support children's next steps in learning. Staff skilfully join in children's play and ask questions to help further their knowledge. For example, children investigate how a magnet works and discuss which items they think it will pick up. Staff enthusiastically encourage children to close their eyes and choose an item from a bag. They model and emphasise the letter sound at the start of each item. Children use actions as they practise copying the sound. They enjoy taking part in activities that help to develop the small muscles in their hands and fingers. For example, children explore dough and carefully thread cereal hoops onto pipe cleaners. This helps to promote their early writing and reading skills in readiness for school.

Personal development, behaviour and welfare are good

Children behave well. Staff teach them how to cooperate with others, such as sharing and taking turns with toys. They sensitively support children and encourage them to listen and follow instructions. For example, they ensure children wash their hands properly before eating. Children find out about how to keep themselves healthy. They enjoy a visit from the dentist and learn how to brush their teeth thoroughly. Children talk about sugar in the foods that they eat and how they can reduce this. Children spend time outdoors. For example, they practise riding bicycles and have fun coming down the slide. They take an interest in the local area and grow plants to support community events. They enjoy searching for insects in a 'bug hotel' that they helped to build. This helps to foster children's understanding of the world and physical skills effectively.

Outcomes for children are good

Most children achieve in line with expectations for their age. Where children are working slightly below expectations, strategies are put in place to support them to make good progress. Children are confident and inquisitive. They enjoy being creative, for example they use paint to make their own pictures. They move their bodies as they create different sounds with musical instruments. Children learn about shapes, space and numbers through their play. For example, they explore capacity while they fill and empty containers in the sand outside.

Setting details

Unique reference number	311348
Local authority	Kirklees
Inspection number	10063959
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	1 - 4
Total number of places	26
Number of children on roll	17
Name of registered person	Upper Hopton Playgroup Committee
Registered person unique reference number	RP523269
Date of previous inspection	8 October 2015
Telephone number	07989 212296

Upper Hopton Pre-School registered in 1993 and is managed by a voluntary committee. It operates from Croft House Community Centre in Mirfield, Wakefield. The pre-school employs five members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, including the manager with a qualification at level 6. The group opens on Monday, Tuesday and Thursday from 9am to 3pm, and on Wednesday and Friday from 9am to 1pm, term time only. It provides funded early years education for two- and three-year-old children.

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